# Pupil premium strategy 2024-2025 This is the first year in the next 3 year plan 2024-2027

## This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| **Eccleston Church of England Primary School** | |
| Number of pupils in school | 100 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Kath Rees-Wright |
| Pupil premium lead | Susanne Wearden |
| Governor / Trustee lead | Sue Willan |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £20,250 |
| Recovery premium allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £20,250 |
| 5 pupils allocated PP @£1480 (£7,400)  5 pupils allocated PP+ @£2570 (£12,850)  Total: £20,250 | |

# Part A: Pupil premium strategy plan

## Statement of intent

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| We intend to use the Pupil Premium funding to;   * raise attainment and close the gap between children in receipt of the grant and their peers, * ensure children in receipt of the grant achieve their full potential making at least good progress in reading, writing and maths over the year, * to identify early and then break down barriers to learning and progress, * to provide high quality support for children for individual pupils or small groups of pupils, suited to their needs. This additional support may be carried out by teachers or teaching assistants in class or through tailored   interventions,   * to equip children with the skills to cope with difficulties and feel emotionally secure including providing specific tailored support for those pupils who have experienced significant trauma, * ensure staff to feel confident and equipped to support children experiencing emotional difficulties particularly in light of school having a higher than average number of pupils who are, or have been, in care. We want emotional well-being strategies to be fully embedded into the whole school curriculum. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Emotional and social difficulties impacting on learning, general well-being, resilience and self-esteem. |
| 2 | Poor vocabulary and oral language skills which impacts on phonics, reading and writing and accessing the wider curriculum. |
| 3 | Developmental delay and difficulties resulting from significant trauma for some pupils. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| We intend to support our children to have a **positive sense of self** and have strategies to draw on in times of stress or when they face challenges. | Improved focus, self-esteem and ability to manage social situations.  Improved progress in learning across all subjects.  Evidence of improvement will be demonstrated by feedback from pupils and parents, by the ongoing observations of staff and, where appropriate, through feedback from our ELSA, counsellors or other professionals. |
| We intend to close the gap between PP pupils and non-PP pupils attainment in literacy with significant focus on developing skills for **writing**. | Increased percentage of children achieving age-related or better outcomes in writing as assessed by teacher judgement and national tests at the end of each key stage.  Pupils to make expected or better progress in writing - from starting points.  Attainment in other curriculum areas is not affected by writing. |
| We intend to accelerate progress for our pupils who have developmental delay so that the gap between them and their peers narrows. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils.  Evidence of improvement can be seen in engagement in lessons, book scrutiny and ongoing formative assessments.  Pupils make expected or better progress in core areas of learning – from starting points. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SAL intervention programme  SAL training for our SAL TA to upskill and support SAL practice within school  SAL training for all teachers and as many support staff as possible | Research shows that good vocabulary instruction helps students to improve their ability to communicate effectively and achieve academically. Oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content, the processes of learning, or both. It is important that class staff support the generalisation (of skills taught to pupils by specialists) in class so need to be equipped with the understanding of SAL research and strategies.  Speech and language skills underpin most areas of children's development by: providing a strong foundation for reading and writing and enabling access to the whole curriculum, supporting communication skills, promoting social skills and forming friendships.  We have seen a positive impact in providing PP (and other) pupils with targeted one to one SAL support including pre-teaching of vocabulary and structured questioning to improve vocabulary. | 1,2,3 |
| Phonics training for all new staff (including head teacher) in the RWI Phonics Programme  Payment towards RWI consultant support to monitor and support staff training | Read Write inc (RWI) is an Dfe approved systematic phonics programme designed to help get every child reading fast. Appropriate training gives teachers the confidence and skills to deliver high-quality teaching every day.  We have seen the significant improvements in the pace and level of Phonics attainment since we started using the scheme but are aware that resources need to be maintained and all staff equipped with the appropriate skills. Research shows that good phonics teaching impacts on all aspects of reading, including vocabulary, comprehension and spelling as well as on writing and accessing the wider curriculum. | 2 |
| Development of teaching, monitoring and assessment in writing through whole staff training in feedback. | Feedback for pupils can be verbal or written. Research shows that informative feedback helps learners improve their performance and progress relative to learning objectives or outcomes. Feedback aims to aid and improve pupil learning by redirecting or refocusing the teacher’s or learner’s actions to achieve a goal. Feedback to parents helps them to effectively help their children.  Assessment data is an important part of informing where a pupil is in terms of attainment and progress and supports any feedback given. Evidence shows that effective feedback can accelerate progress by up to 8 months. earlier in a child’s life that intervention takes place, the better their chances of building literacy skills for the future.  Delays in language development and communication can often be early indicators of developmental problems in young children. Identifying these issues early means families can seek interventions as soon as possible. The earlier the diagnosis, the earlier strategies to help can be put into place which increases the chances of treating or improving the issue. | 2 |
| Whole staff training on a trauma informed practice in teaching        For school to buy into supervision support and training for our ELSA staff. | We recognise the need for a whole-school shift to trauma informed care in school and accept that a culture of ‘thoughtfulness’ across school is  necessary in supporting the needs of our most vulnerable PP pupils.  We have an above average percentage of LAC pupils. Research shows that providing the necessary trauma-informed support ensures pupils develop stronger connections to their teachers and peers, leading to  regular attendance and optimal  learning outcomes. Trauma-informed schools create a positive climate characterised by strong relationships, trust, and respect among teachers, students, and families. This is something we believe is so important to adopt at Eccleston.  The Emotional Literacy Support Assistant (ELSA) training ensures that staff are equipped to support the emotional needs of our pupils. Research shows that children learn better and are happier in school if their emotional needs are addressed. Training helps staff to support pupils with difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient. Research shows that children who have experienced trauma are more likely to overcome difficulties if they form strong, supportive and caring relationships in school as well as at home. Lots of tailored support playing to our children’s interests and needs is going to impact positively on mental well-being and improve learning outcomes. Research shows that children often lack the cognitive and emotional maturity to make sense of traumatic events on their own. | 3  1,3  3 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £8000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| TA or specialist teacher to deliver daily or weekly SAL sessions 1:1 so gaps in vocabulary and language skills can be closed quickly to ensure pupils make rapid and sustained progress and reach their potential.  SAL staff to ensure there is a transfer of strategies into the classroom. | EEF research shows that 1:1 support can impact pupils’ progress positively by 5 months and small group support by 4 months. Research shows that when communication and language difficulties are treated early on, this may prevent later potential problems with not only learning in general but also behaviour, reading and social interaction. Therefore, whilst there is a lot of evidence which shows that effective interventions can benefit children at any point in their lives, we believe that introducing these interventions as early as possible, and especially at primary school, can achieve the best impact on the attainment gap. | 1,2,3 |
| To employ counsellors, an art therapist or other professionals to support the needs of children who have experienced significant trauma and when we feel our skill set is not sufficient to meet their needs. | Professional counselling helps children understand and process their experiences in age-appropriate ways, allowing them to express their emotions, ask questions, and gain clarity about what happened to them with care taken not to re-traumatise them. We believe that our LAC need the highest level of support to give them the best chances in life. | 3 |
| Daily 1:1 tutoring for any PP children who are not meeting their reading and writing potential  Regular assessments to ensure no children slip through the net.    Purchasing of new books to enrich the school library and embrace difference and inclusivity. To ensure the library has up to date resources which support learning and our ambition to instil a love of reading in all our children. | Research shows that 1:1 tutoring is the most efficient way to speed up progress in reading and writing for the majority of children. When phonic and reading lessons are of the highest standard, the number of pupils who need extra support reduces dramatically. Teaching writing as part of phonic lessons ensures that pupils see blending and segmenting as fundamentally linked. One to one tutoring will support pupils who have missed schooling or who find it hard to pay attention in a group. This could be related to social and emotional barriers to learning. Regular one to one support with reading is shown to have a big impact on progress and we believe that this investment will help close the gap between PP children and those not eligible for the grant. We will use writing as an integral part of all teaching in Phonics and reading.  Research shows that reading achievement in primary school is an important predictor of future academic success and access to employment. We want our pupils to leave Eccleston having been fully challenged to meet their potential and to all have basic literacy skills. We want to embed, extend and challenge learning so that children have the confidence to read for pleasure and to support them in work and throughout life. We believe that using our specialist literacy lead to help children with reading will help to reinforce concepts and fill gaps as necessary.  Research shows that children that are exposed to a large number of books as children are likely to have better adult literacy skills including supporting writing. The mere presence of books increases children’s academic success, vocabulary development, attention and job attainment. Personalising the selection of books to nurture and develop our PP children’s interests and strengths and include different family and social circumstances is likely to improve children’s desire to read and therefore have an impact on reading progress and also on their life chances. | 1,2  1,2 |
| To provide weekly after-school catch-up classes in literacy and maths for Y6 PP pupils and 10 others. | Gaps identified early will be addressed. Teaching can be tailored to individual needs. Previous booster programmes have shown a significant acceleration of progress. | 1,2,3 |
| To continue to employ an integrative counsellor/ play therapist to work 1:1 with vulnerable pupils who have high level emotional difficulties and complex needs. Counsellor to also deliver bespoke social groups on well-being and emotional self-awareness. Despite the significant cost, we feel this is essential after the Covid 19 school closure and associated impact on mental health.  ELSA programme to support pupils who are considered to have low self-esteem or low level emotional difficulties and who have suffered during the Coronavirus pandemic. (1:1) | Research shows that therapeutic approaches to preventing emotional difficulties are successful in schools when delivered by specialist staff and services. We are aware that the impact of lockdown will have had a differing degree of impact on children depending on other factors such as levels of anxiety, access to outside spaces, technology etc. We are aware that pre-existing mental health issues may have been exacerbated over the school closure period and some children may have suffered silently. We believe by embedding a carefully planned and well-supported whole-school system, our children will be happy learners and better prepared for the transition back to school, to cope with a year of significant disruption due to Covid 19 and to cope with life after the pandemic. We are aware that this will come with lots of challenges and are eager that staff skills match the high emotional needs of our children. We have, therefore, decided to employ the services of a fully qualified child counsellor to work with some of our more vulnerable pupils. (We employed her all through school closure as well). We have seen very positive outcomes when using this counsellor in all the children she has worked with to date. The feedback from pupils and parents has been that they feel able to express themselves better and know that they have a comfortable and safe place to talk about their anxieties. All pupils will benefit from having a bank of strategies to draw on when they feel stressed or anxious including Mindfulness approaches. | 3  3 |
| 1:1 tutoring by a qualified teacher to accelerate progress with writing where appropriate | The EEF states that, on average, one to one tuition is very effective at  improving pupil outcomes accelerating progress by around 5 months. One to one tuition is an effective strategy for providing targeted  support for pupils that are identified as having low prior attainment or are struggling in particular areas.  The EEF promote the use of qualified teachers delivering tuition as their  research shows that this is more likely to make an impact especially when it is additional to, and explicitly linked with, normal lessons. |  |
| 1:1 music lessons | Research on the impact of music interventions indicates positive effects on educational progress and development of children. We also believe that it has a positive impact on self-esteem. | 1,3 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £6500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small phonics groups taught through the RWI Programme. Staff will be deployed to support as many different groups as possible to ensure small group sizes and maximum tailored support.  Daily 1:1 tutoring for any PP children who are not meeting their reading potential  Resources to support the RWI scheme including teaching resources and pupil books. | Synthetic, systematic phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read and write. Effective phonics techniques and consistent approaches embedded across school ensure successful literacy outcomes for primary pupils. We have seen how RWI teaching has been effective in supporting reading and writing. | 1,2 |
| Payment of out-of-school clubs for PP pupils | Supporting parents to pay for clubs and trips where appropriate enhances the educational  experience for disadvantaged pupils and can help them improve their social skills and confidence. We do not want any pupil to miss out on activities they might otherwise not have access to because families are worried about finances. |  |

**Total budgeted cost: £20,500**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year and the last 3-year plan.

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| **Total allocation: £25,365**  During 2023-2024, we invested heavily in counselling and pastoral support (including using an art-therapist) and have had positive feedback from families on the impact of this. We also used a social skills specialist to work with small groups of pupils to help them to understand their emotions and see differences in a positive way.  Pupils who had SAL support made at least good progress in reading, writing and maths according to internal assessment data.  The percentage of pupils achieving age-related expectations or better in maths, writing and reading is improving and 100% of PP (and all) pupils passed the Phonics Screening Check.  **Priority areas: social and emotional support and writing**  **Expenditure 2023-2024:** Approx £10,000  **Impact:**  We invested heavily in counselling and pastoral support and have had positive feedback from families on the impact of this. We employed an art therapist who is working long term with our most vulnerable pupils.  We used PP funding to pay for a specialist in social skills to work with small groups of children (including PP pupils and those not entitled to the grant). The Social Skills matrix showed improvements in targeted areas for all pupils who accessed the sessions.  Pupil and parent feedback has also been positive.  We are aware that PP pupils who have experienced trauma will continue to need support with attachment relationships with adults and peers, managing their feelings and behaviour and coping with transitions. We know that investment in time and money will need to continue and believe that the strategies we have used this year have had a positive impact and intend to continue using part of the PP grant to ensure emotional and well-being support is in place. We know that this is essential for these children to be regulated and that they cannot achieve their academic potential without the right level of pastoral care.  **Priority area: speech, language and communication**  **Expenditure 2023-24:** Approx £6,000/annum  **Impact:**  Pupils who had SAL support made at least good progress in reading, writing and maths according to internal assessment data.  Pupils with speech and language challenges benefitted from one to one sessions tailored to their needs with a focus on supporting vocabulary development to help children with topic work in their classes. This including devising word maps and pre-teaching of vocabulary  Training of TA in SAL strategies and investment in supporting resources. Time for our SAL TA working with the LA SALT to ensure continuity of support and that specific needs are addressed in a systematic and appropriate way.  As with emotional support, we feel it is essential to continue supporting PP pupils in SAL skills especially in vocabulary development.  **Priority area: literacy and maths**  **Expenditure 2023-24:** Approx £10,000/annum  **Impact:**  100% of our Pupil Premium pupils passed the Phonics Screening Check this year and we have seen an increase year on year through the 3-year plan. We feel this can be attributed to the massive investment in the Read Write inc.(RWI) programme, tutoring to support struggling pupils (in order to keep up not catch up), explicit feedback to parents detailing progress and attainment combined with clear feedback to pupils. Assessing pupils every half term and providing information of how to improve at each stage along with small group focused teaching at the level of each child has really helped.  There was an increase in attainment in reading and maths with more pupils achieving expected or better in reading and maths. Measurable progress was achieved through using data from national tests and NFER reading tests. The latter were purchased and used for the first time this year and provided standardised scores and highlighted gaps in learning. For younger pupils, this information was combined with RWI assessments for reading. |

# Further information (optional)

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| We are currently working on setting up a sensory outdoor learning area on site to provide more opportunities for outside learning and pupil well-being. This is being specifically undertaken to support some of our younger PP pupils who work better outside. Work is underway and it is hoped that this will finish during this academic year (2024-25) to compliment the new outdoor climbing equipment. Participation in challenging physical and emotional activities and outdoor adventure learning interventions supports pupils to develop non-cognitive skills such as resilience, self-confidence and motivation as well as providing additional resources to support the science, geography and wider curriculum. We also intend to further develop using the outdoor environment for developing mathematical skills especially for our younger pupils. Studies show that active outdoor learning can have positive benefits on *all* aspects of learning, particularly for more vulnerable pupils. |